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ABSTRACT

The attitudes and expectations of five cooperating teacher-student teacher dyads toward students in two predominantly Mexican American schools were investigated. Data were obtained from participant journals, interviews, conferences, and classroom observations. This paper presents profiles of the dyads, with summaries of teachers' attitudes and expectations revealed by their conversations and conferences about pupils. It is noted that teachers' middle to upper class backgrounds contrasted with the students' low socioeconomic characteristics, and, to varying degrees, teachers had limited knowledge or experience with Mexican American students and their parents. Evidence is reported on teachers' negative attitudes toward the Mexican American community and on their generally low expectations for students. It is suggested that teachers and student teachers do not intentionally or maliciously stereotype or degrade minority students or their parents and that appropriate inservice and preservice training in teaching in a multicultural setting would translate their desire to help students into positive actions. Copies of the instruments used in the study are appended. (JD)

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THE ATTITUDES AND EXPECTATIONS OF STUDENT TEACHERS AND COOPERATING TEACHERS TOWARD STUDENTS IN PREDOMINANTLY MEXICAN AMERICAN SCHOOLS: A QUALITATIVE DATA PERSPECTIVE

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THE ATTITUDES AND EXPECTATIONS OF STUDENT TEACHERS AND COOPERATING TEACHERS TOWARD STUDENTS IN PREDOMINANTLY MEXICAN AMERICAN SCHOOLS: A QUALITATIVE DATA PERSPECTIVE

This paper is based on data obtained from a large scale descriptive study of preservice clinical teacher education conducted by the Research in Teacher Education (RITE) program of the Research and Development Center for Teacher Education at The University of Texas at Austin, (Griffin, Barnes, Hughes, O'Neal, Defino, Edwards, and Hukill, Note 1). The multi-method, multi-site study of student teaching integrated qualitative and quantitative data in order to present a comprehensive view of student teaching. The RITE study conceptualization included three principal components: (1) the participants in student teaching (the university supervisor, the cooperating teacher, and the student teacher); (2) the interactions between and among these participants; and, (3) the contexts of the schools and universities in which student teaching takes place.

This paper focuses on cooperating teacher (CT) and student teacher (ST) dyads. Data from a subsample of the RITE study is used to investigate the attitudes and expectations of CTs and STs toward students in two schools with predominantly (over 70%) Mexican American students. Data analyzed for this paper were collected in a mid-sized urban school district in a southwestern state. The data were generated by CTs working in that setting and their STs who were students at a large state university.

Data from participant journals, interviews, conferences, and observations were examined and analyzed in order to present evidence for the attitudes and expectations held by the participants toward Mexican American students. An attempt will be made to present the perceptions of the subjects in their own words and expressions. In examining the data for this paper, the analysis schema suggested is one which would make maximum contact with the perceptions

of the subjects in the school context. This approach toward the selection of an appropriate analysis schema for the use of qualitative data is in accordance with one of the conclusions of the RITE study. This study suggests that researchers allow for the nature of the data to give rise to the schema for analysis (Griffin, et al., p. 333).

The attempt to define the social situation through the use of the subjects' language is similar to what Erickson (Note 2) describes as "social meaning...which is local and situational...it is meaning in the context of the moment at hand, from the actor's point of view." In anthropology, reference is made to the "native system" or the "model of social reality" which guides participation in and interpretation of social events (Berger & Luckman, 1966). In studies done in educational settings, Susan Phillips (1972) describes the similar concept of "participant structure" as composed of the norms, rights, and obligations which shape social relationships, influence perceptions and influence classroom events.

Related Literature

The publication of the book Pygmalion in the Classroom (1968) created renewed interest in the study of teacher expectations and student achievement. Rosenthal and Jacobson described the self-fulfilling prophecy of teacher expectations. Teacher expectations, they maintained, affected the way teachers motivated and encouraged students. In more recent literature, Brophy and Good (1970) found that teacher expectations can be transformed into subsequent teacher behavior directed toward students. Other research has shown that naturally formed teacher expectations served to sustain pre-existing achievement variations among students (Brophy & Good, 1974; Cooper, 1979). In a study of expectations in inner city schools, Edmonds and

Frederiksen (1978) found that teachers at "effective" schools had high expectations for their students.

Studies on the expectations and attitudes held by teachers toward minority students have shown that teachers influence students' racial feelings and perceptions (Davidson & Lang, 1960). A major study on the education of Mexican-Americans (Note 3) found that teachers significantly underpraised and underencouraged Mexican American students in comparison to Anglo students. Aragon (1973) attributes some of the problems faced by Mexican American children in schools to culturally deficient educators attempting to teach children from different cultures. Valverde (1978) maintains that a majority of Hispanic students are in programs that neither incorporate their language or their culture. Rodriguez and Plank (1981, p. 36) attribute the problems faced by students to well-meaning educators of ethnically diverse children who are unaware of the differences in communication, learning, and behavioral patterns of other cultures.

A current issue in teacher education is the professional preparation of teachers to serve pupils from a wide range of socio-economic, linguistic, and cultural backgrounds (National Council for the Accreditation of Teacher Education, (Note 4); Gay, 1977; Hunter, 1974). There is growing awareness that teacher preparation programs have paid little attention to preparing teachers for work in a pluralistic society (Grant, 1981). Funding cuts for educational programs (e.g., bilingual education, Title I, etc.) have increased the number of special population students now being served in regular classrooms. As a result, the need to prepare teachers to serve a wider diversity of students becomes an issue for teacher preparation institutions.

Evidence will be presented in this paper that indicates that current practices and programs do not adequately prepare teachers to serve a diversity of pupil needs.

Subjects

The ten subjects selected for inclusion in this study were drawn from a larger sample of 44 student teachers and 43 cooperating teachers. That larger group of participants was composed of two subsamples: a general sample and an intensive sample. The intensive sample consisted of a select group of ten clinical dyads. These dyads (CTs and STs) were selected prior to the beginning of the school year. The RITE staff contacted both universities and school districts and asked their representatives to nominate CTs and STs whom they would judge to be effective. University personnel, university supervisors, and principals made recommendations of effective CTs to the RITE staff. The person doing the nominating was also asked to specify the criteria on which effectiveness was judged. Those CTs, and the STs whom they were assigned, composed the intensive sample. The remaining CTs and STs were called the general sample. A subsample of five campuses was considered for inclusion in this focused study. The Mexican American student enrollment at these five campuses ranged from 30 to 71 percent of the total campus enrollment. The two campuses selected for inclusion in the study had intensive group student teachers assigned to them, and also had high percentages of Mexican American students. The two campuses involved five CTs and five STs assigned to three third grade classrooms, one fourth grade classroom, and one fifth grade classroom. Mexican American students at both campuses comprised over 70 percent of the total enrollment.

Methods and Procedures

This section of the paper will give a description of the qualitative data collection procedures and analysis used. For a more detailed description of both qualitative measures and quantitative measures and procedures used in the RITE study (Griffin, et al., Note 1, pp. 15-44).

Data Collection Procedures

The sample was asked to provide qualitative information about the student teaching experience through interviews, journals, conference records, and classroom observation. Each of these data collection procedures is described below.

Background Questionnaire

To obtain a general description of the demographic and background characteristics of the participants, a questionnaire was developed by the RITE staff (see Appendix A). This questionnaire included questions about gender, ethnicity, parent's occupation, education, and birth order. The questionnaire also included questions about the participants' school experience (elementary through graduate training) in terms of the socio-economic status, ethnicity, size, and general impression of these experiences. Information was also obtained about current teaching activities, and about other work experiences. This questionnaire was administered to all participants at the beginning of the semester.

Interviews. Each of the participants in the sample was interviewed three times during the semester: at the beginning, middle, and end of the semester (see Appendix B). An interview protocol was developed for each role group (student teachers and cooperating teachers). When possible and appropriate, the CT and ST were asked similar questions as a way of examining the similarities and/or dissimilarities in perception of the experience.

The first interview explored the participants' views of teaching and their orientation toward student teaching. The cooperating teachers were asked numerous questions about their views on their roles and functions in student teaching, their attitudes toward the teacher education institution, their work schedules, and a description of their methods for initiating student teachers into the profession. The student teachers were asked questions about preparation and their expectations for student teaching.

In the mid-semester interview the participants were asked questions about activities and roles in student teaching. The cooperating teachers were asked about their training procedures, observations of the student teacher, feedback, and evaluation procedures. Additionally, they were asked about their duties and responsibilities, effects of the school context, and their relationships with other school and university personnel. The student teachers were asked about their practice teaching experience, involvement in school activities and about their relationships with school and university personnel.

The interview at the end of the semester covered many of the same topics as the mid-semester interview in regard to responsibilities and relationships. Additionally, these interviews included questions about evaluation procedures. For the student teachers, these final interviews included questions about their readiness for the classroom and plans for the future.

The interviews took from 30 minutes to one and one half hours to conduct, with most lasting about one hour. The interviews were conducted by RITE staff members and recorded on audiotape.

Journals. Each of the participants in the sample was also asked to keep a journal describing reactions to student teaching events during the semester (see Appendix C). It was thought that the journals would tap important

information about the student teaching experience which might not come out in the context of structured interviews and conferences. This method of data collection was included to capture the more personal, daily experiences of the participants. Each participant was asked to record events in his/her journal at least twice during the week. They were given some example journal pages and a set of guideline questions as a way of directing their entries. For student teachers these guideline questions focused on what was happening in the classroom and their interactions with the cooperating teachers and university supervisor. For the cooperating teacher the guideline questions directed them to provide information about their supervision and their personal reactions to working with a student teacher in the classroom.

The journals were completed somewhat sporadically. While almost all participants made some journal entries, both the quality and quantity varied greatly.

Conference records. At the beginning of the semester all cooperating teachers were provided with cassette tape recorders for the purpose of recording their conferences with the student teachers. It was suggested that the cooperating teachers record both formal and informal conferences. That is, both evaluation and planning conferences as well as occasional discussions about every day affairs of the classroom. As with the journals there was a great deal of variation in conference recordings.

Classroom observations (narratives). The teaching of both the cooperating and student teachers was observed during the semester. The cooperating teachers were observed at least three times during the semester and the student teachers at least four times. The observations were between two and three weeks apart over the course of the semester. The classroom observations were designed to obtain a record of the teaching styles of the

cooperating teachers and the student teachers as well as information about their styles of working together in the classrooms.

Prior to conducting the observations the RITE staff participated in 30 hours of observation training. This training included learning how to make detailed narrative records as well as how to complete periodic student engagement ratings. Much of the training involved watching videotapes of classrooms and recording this information, followed by a comparison of each member's coding. This training was continued until all observers obtained satisfactory inter-rater reliability on the student engagement ratings and produced similar narratives.

The observer was instructed to write a description of classroom events focusing on instructional management, inappropriate student behavior, management of behavior, classroom climate, treatment of individual differences, teaching methods, questioning techniques, administrative activities, and use of time. The observer was also asked to record information regarding the interactions of the student teachers and cooperating teachers during the observation period. That is, were there discussions, evaluation, and/or demonstrations that were directed toward the training of the student teachers?

Schedule of Data Collection

This section discusses the data collection procedures for the study sample (see Figure 1).

Qualitative data collection began when the student teachers were in the public schools but not yet teaching. The student teachers made daily entries into their journals from time of entry into their schools until they had completed their first full week of teaching duties. They then made entries

Schedule	Student Teachers	Cooperating Teachers
Aug.-Sept.	Background Questionnaires	Background Questionnaires
Weeks 1, 2, 3	Interview (1) Journal (daily) Conference audio tape	Interview (1) Journal (Mon. and Thurs.) Conference audio tape Observation (1)
Week 4	Journal (daily) Conference audio tape	Journal (Mon. and Thurs.) Conference audio tape
Week 5	Observation (1) Journal (daily) Conference audio tape	Observation (2) Journal (Mon. and Thurs.) Conference audio tape
Week 6-9	Journal (Mon and Thurs.) Conference audio tape Observation (2) Interview (2)	Journal (Mon. and Thurs.) Conference audio tape Observation (3) Interview (2)
Week 10	Journal Conference audio tape Observation (3)	Journal Conference audio tape
Week 11-13	Journal Conference audio tape	Journal Conference audio tape
Week 14-15 November	Journal Conference audio tape Observation (4) Interview (3)	Journal Conference audio tape Observation (4) Interview (3)
Week 16-17 December	Observation (5)	Observation (5)

Figure 1. Data collection instruments and schedule for dyad sample.

twice weekly. The cooperating teachers began making journal entries twice weekly, on Monday and Thursday throughout the semester. Conferences held between the ST and CT were audictaped.

Observations of the CTs began the third week of school. STs were not observed until they began full-class teaching (typically about the fifth week of school). These and subsequent classroom observations included a focus on cooperating teacher-student teacher interactions in addition to the more usual foci for classroom observation. These observations were the second for the cooperating teacher.

The second and third weeks the student teachers were teaching, the second observations were made of the student teachers (the third for the cooperating teachers). After the first week of teaching the student teachers changed from daily entries in the journal to twice weekly entries for the remainder of the experience. These were made on Monday and Thursday, the same schedule as for the cooperating teacher. Audio recordings of conferences also continued.

At mid-semester, observations (third for student teachers and fourth for cooperating teachers) and interviews (second for both student teachers and cooperating teachers) were completed. Journals and audio recordings continued.

During the final weeks of student teaching, the observations (student teachers only) and interviews (third for both cooperating teachers and student teachers) were completed. Journals and audio recording of conferences were continued. During weeks 14 and 15 exit interviews were conducted. Final observation data for both CTs and STs were collected during weeks 16 and 17.

Data Analysis Procedures

1. Background questionnaires for the subjects in the study were examined and profiles for the subjects were constructed. The profiles provided biographical and background information including sex, age, ethnicity, the SES of the elementary school community attended by the CTs and STs, occupation of parents, grade level taught at present assignment, and the percentage of Mexican American students at the participant's assigned school (grade levels and percentages of Mexican American students are not presented for the STs as these will be the same as for CTs).

2. Data (i.e., classroom observation narratives, transcribed interviews, transcribed conferences, and journals) were examined. The total number of pages for each of the classroom observations, interviews and conferences were recorded. (This information was recorded for comparison purposes and for later analysis.) Verbatim statements and contextual information which reflected attitudes or expectations toward minority students were identified and marked.

3. Verbatim written records of the CT or ST comments related to the research focus were extracted from the data sources.

4. Representative comments of the members of each dyad were used to develop composite paragraphs with a specific focus on the attitudes and expectations as reflected in their verbal interactions.

5. Similarities and differences of the content related to the research focus were compared and discussed.

Dyad 1

Dyad 1 Profiles

Cooperating teacher. The CT is an Anglo female, forty five years of age who grew up in a low SES community with an ethnic distribution of 40% Anglo

and 20% Hispanic. Her father was employed as a newspaper man and her mother was a sales clerk. The CT teaches third grade in a school with an enrollment of 70% Mexican American students. Interviews with the CT produced 50 pages of transcribed data and she made 19 entries in her journal during the semester.

Student teacher. The ST is an Anglo female, twenty three years of age. She grew up in an upper class community. The population distribution of the community was 100% Anglo (of which 75% was Jewish). Both of the ST's parents are educators. Interviews with the ST produced 49 pages of transcribed data and 29 entries in her journal during the semester.

Synthesis of Qualitative Data for Dyad 1

In her initial interview CT says, "I want to help slow children, have a lot of them." The CT expresses her desire to provide a suitable environment for the students, "I would like to provide a structured environment for them because many of them just don't have it." She mentions that in her class "80% of the students are Chicanos." There is no evidence in the remainder of the data of steps that might be taken toward the provision of that environment. The ST in this dyad also mentions the background of the students, she says, "a lot of them have problems at home." However as in the case of the cooperating teacher, there is no evidence or mention of how she attempts to respond to the home problems of the students. The only other mention of the relations between the home and the schools is when the CT states, "it's hard to get these parents to come to school."

The ST expresses her expectations for the students in the following manner, "Don't realistically visualize college for most of these kids." "Students have negative feelings about themselves in the area of academic achievement." The ST does express the feeling that "they (students) can do

the work." No data were found to indicate whether this confidence in their ability was ever communicated to the students.

Summary of Dyad 1

Both the ST and CT express an awareness of the needs of students, however, there is no direct evidence for cooperative planning or active responses by the CT or ST to help pupils with their perceived difficulties. ST does mention that the CT remains after school with her to "discuss the kids." The content and/or quality of the conferences in relation to the perceived needs of students is not mentioned.

Dyad 2

Dyad 2 Profiles

Cooperating Teacher. CT is a Mexican American female, twenty seven years of age, who grew up in a middle class neighborhood. The ethnic distribution of the neighborhood was 95% Anglo and 5% Mexican American. Her father was a laborer and her mother a housewife. The CT teaches in a fifth grade bilingual (Spanish-English) class in a school with 71% Mexican American enrollment. Interviews with the CT produced 43 pages of transcribed data and she made 25 entries in her journal during the semester. Data indicate CT sees herself as a "strict disciplinarian."

Student Teacher. The ST is a twenty two year old Anglo male who grew up in a middle class neighborhood. The ethnic distribution of the neighborhood was 80% Anglo, 15% Hispanic, and 5% Black. His father is in oil management and his mother was a jeweler. Interviews with the ST resulted in 45 pages of transcribed data and the ST made 19 entries in his journal during the semester.

Throughout his journal, conference and interview data the ST makes multiple references to his fraternity activities, his plans to attend law

school and his family's "oil" interests. He also writes about his social life and weekend activities and relates how this affects his teaching. He indicates his doubt about becoming a teacher, mainly due to financial considerations.

Synthesis of Qualitative Data for Dyad 2

The CT expresses expectations for her class. The CT's main goal for her students was for them to, "...finish high school. I see most of them dropping out in the tenth grade, getting married. I tell them they have what it takes to go to college...you have to took for money somewhere (referring to college finances)."

The ST also expresses some student expectations, "...half of the kids who leave this place...the only thing they're really going to need in life is, of course, some basic math you know...and how to speak." When asked to compare the students at the present school to those in an "ideal" teaching situation and how that would influence his teaching St says, "...these kids you know. They don't know nothing (sic). I mean they know street talk. You can ask them...things like who is Reggie Jackson...who is the vice president of the United States...and they won't even know...tney just don't know it. There is (sic) 17 kids to 13 broken homes...it's horrible...they're going to grow up to be street gangs...it's really bad but it's true. I told them my idea of the world and things like that...if they knew what was beyond this side of town they could do better...they have nothing to fight for.

The attitude of the ST toward the students is reflected in many of the CT statements and in comments made by the ST during the semester. CT states, "He doesn't care if the students learn. His attitude seems to be you should have learned this three years ago. He has a bad attitude toward the kids. Students don't respect the ST...he couldn't relate to the kids well...maybe

it's just that he comes from an entirely different background than our kids. He's too rough with the students, shows hatred and anger toward the students. He was accused of pushing a child, said "shut-up" to the kids during class. He needs to polish his skills working with people and not against them. The ST would benefit from visiting in the community, this would help him relate to other people. He is too concerned with prestige and social status."

The ST's attitude toward the students is reflected in the first interview, he says, "I'm not bigoted or anything, but I think these kids especially in this school don't have a father image. A lot of them have had three father images in four or five years."

In the interview at mid-semester ST comments, "The kids here don't have much of a home life or anything...I hate to say this but I'm going to say it, they're not really well-educated in this area, they really aren't...kids by the time they get to sixth grade have better math skills than most of their parents, and talk a little better. I see parents come to this school and I look at them and I know they're not well-off...it makes me want to help pupils in the class more. I've introduced new people to them...you know, some people haven't even heard of PETE ROSE! This school is a <u>new</u> world to me, come over here and see this!"

ST mentions a student and writes, "<u>(student's name)</u> will probably repeat the fifth grade because he is lazy and doesn't do a damn thing. He'll probably grow up in State prison."

Conferences are devoted to the discussion of lessons presented and to some major incidents. During one particular conference, the ST and CT talk about parent complaints received due to the actions of the ST. Among the major incidents were the ST saying, "shut-up" to the students on repeated occasions, and another incident involved the ST sending a discipline note home

to parents without the CT's permission. ST's reaction to the complaints was, "Do they (parents and students) hate me or something?"

The frustration of the CT is evident throughout the data sets. She feels she has trouble relating to the ST because he is a "male" and "from a rich family." She comments that she will never again assume that "STs will do anything for the good of the kids." Towards the latter part of the semester she says, "One more month and I'll be back in charge...I need to straighten out the kids." CT feels that "the class is confused over the difference in teaching styles."

In reference to her supervision duties, CT writes in her journal, "I need to be more specific about arrival time, reading of newspaper during class and lesson plans...ST has been a lot of hassle and work for me...roughest ST experience for me basically because I know and so does he that he will never do this for a living...he's into money and there is none here...he did the minimal to get by...I'm glad he's almost gone!"

Summary of Dyad 2

The data for this dyad are characterized by (1) the low expectations toward the students expressed by the ST and to a lesser extent by the CT (2) the problems of the ST in relating to the background of the students and (3) the frustrations expressed by the CT concerning the times she had to deal with problems created by the ST.

Dyad 3

Dyad 3 Profiles

Cooperating Teacher. The CT is an Anglo female and is 35 years old. Her father's occupation is listed as professional (no specific job category given). Her mother's occupation is listed as housewife. The CT was raised in an upper class neighborhood with an ethnic distribution of 99% Anglo and 1%

therapist. Interviews with the ST resulted in 46 pages of transcribed data. She made 23 entries in her journal during the semester.

Synthesis of Qualitative Data

The comments made by the CT and ST in dyad 4 can be described as related to (1) background of students and school community characteristics, and (2) comments related to pupil academic expectations.

The school setting is as follows: "The school is predominantly Hispanic...not racially balanced." Parents are described as "appreciative, cooperative, and don't question the teachers." However, the CT indicates a concern with parental involvement: "...90% of the parents work. This is a low socio-economic area; we don't have a lot of volunteers. I've had one or two in seven years." The ST comments, "The socio-economic status is so different from what I'm used to. It has been a real good experience for me. I don't think I'll have as much culture shock as others will."

The data reflect ST and CT expectations in relation to the academic abilities of the class. The class is described as "average and below." The Ct writes, "The ST came in expecting much more than the kids are capable of. I had to work with the ST to keep her from lectures. Children learn much more by seeing and feeling. They need a multi-media approach to everything." ST comments, "I really had to go back to the basics with some of the kids...I think I've been brought back down to earth about what teaching is all about." While discussing achievement testing the CT and ST state, "students lack the skills, experience, and exposure to do well on tests." After the testing takes place the ST says, "as expected, they did not do very well...The CT and I had to convince each other...our teaching was not at fault...(it's the) fault of testing process and the ability of students to express knowledge."

ST feels tests are "culturally biased in favor of White Anglo Saxon Protestants."

Summary

The CT and ST make comments on the background characteristics of students and the school. Another major focus of the comments encountered in the data was related to dyad comments on expectations. The CT and ST have a positive opinion of the parents even though involvement in the school is at a minimal level. The CT and ST express doubts about the ability of students to perform well on achievement tests.

Dyad 5

Dyad 5 Profiles

Cooperating teacher. The CT is a 34-year-old Anglo female. She was raised in a middle-class community with an ethnic distribution of 75% Anglo, 20% Mexican American, and 5% Black. Occupation of both parents is listed as management (no specific job category is indicated). The CT teaches third grade in a school with 70% Mexican American enrollment. Her interviews resulted in 84 pages of transcribed data. She made 23 entries in her journal.

Student teacher. The ST is a 23-year-old Anglo female. She grew up in a middle-class neighborhood with an ethnic distribution of 75% Anglo, 20% Hispanic, and 5% Black. The ST's father was employed as a printer and her mother was a housewife. ST interviews produced 49 pages of transcribed data and 29 journal entries.

Synthesis of Qualitative Data

The CT describes her class as, "Wonderful kids...just because they are poor doesn't mean they're not good children...There are 24 kids in the class; 1 Black, 9 Anglo, and 14 Mexican-American...kids have short attention

Other. She teaches students in the fourth grade at a school with 70% Mexican American enrollment. Transcribed interviews produced 41 pages of data and she made 20 journal entries during the semester.

Student Teacher. The ST is a 22-year-old Anglo female. She was raised in a middle class neighborhood with an ethnic distribution of 90% Anglo and 10% Hispanic. Her father's occupation is listed as professional (no specific job category given). Her mother's occupation is not given. Interviews with the ST produced 31 pages of transcribed data and she made 20 entries in her journal.

Synthesis of Qualitative Data for Dyad 3

The CT comments throughout the semester on the "communication problems" with the ST and on the ST's "limited background knowledge." This is a concern to her because of the class composition, "a lot of special students with special needs...all visual learners." The ST writes, "I discovered that the students are at the level of visually learning and not learning orally... this is because they can comprehend visually and not orally." Evidence was not found in the data to indicate what the criteria were that were used to label a student as a "visual learner."

The CT is also concerned about the ST's limited use of positive reinforcement. "I really feel verbal praise would help...ST doesn't feel this helps...too bad, it really works wonders with most of these kids. So many of them are trying to please the ST but never get recognition..." She feels this influences the climate of the classroom, "I feel a tenseness and stress in the classroom and I can really see it in the kids' faces...I'm ready to laugh and have fun again...will have to wait a few weeks...ST lacks enthusiasm...kids ready to go to sleep...ST seems to be just going through the motions."

The ST's lack of interpersonal and communication skills is reflected in the data. Her comments across all sources were very brief, usually one-statement responses. The ST agrees with the CT, "positive reinforcement did not come naturally for me." However, she disagrees with the CT on the ability level of the class, "the class is above average in ability."

No information on dyad expectations or attitudes toward students was found in the conference data. Content of the conferences was limited to a few topics and conference talk was dominated by the CT.

Summary of Dyad 3

The data for this dyad can be summarized as follows: (1) the interpersonal communication skills of the ST are a point of concern for both members of the dyad; (2) the CT and ST disagree on the value of positive reinforcement, and no evidence was found for a cooperative effort to resolve this issue; and, (3) the CT characterizes the class as "special students with special needs" while the ST sees them as "above average." Both think the students are "visual learners."

Dyad 4

Dyad 4 Profiles

Cooperating teacher. The CT is a 55-year-old Anglo female. She was raised in a middle-class, 100% Anglo neighborhood. Her father was employed as a businessman and her mother was a housewife. She teaches a third grade class in a school with 71% Mexican American enrollment. Her interviews produced 38 pages of transcribed data and she made 19 entries in her journal.

Student teacher. The ST is a 20-year-old Anglo female. She was raised in a middle-class community with an 80% Anglo and 20% Hispanic population. Her father was an insurance salesman and her mother was employed as a speech

spans...they're all special and I got (sic) children in there with great needs, but we do not have any bizarre acting out.

The same classroom is described by the ST as "all on lower level."

These data reflect CT concerns about the school community: "Problems with gangs led to a community meeting...we are dealing with children that are raising themselves. You're supposed to teach him reading; he's hungry, his teeth hurt, and his mother hit him last night and he's supposed to be learning reading. I'm really worried about the youth of today."

Synthesis of Conference Data

The conference data for this dyad were synthesized apart from the other data sources. This approach was taken due to the number of ST and CT interactions related to their attitudes and expectations. Portions of the conferences will be synthesized; other parts will be presented in context in order to provide background information on the comments made by the dyad members.

The CT begins the conference by making the following comments: "Drill is important for these children, they don't get it anywhere else...They don't go home and study, just don't do that in this community. A lot of them have never been read to...Every one of our children watches T.V. 'til about 11 p.m."

The following excerpts are from a discussion of a law unit being taught by the ST.

CT: Courtroom is essential to these children...I told you many of them have been in divorce court. (Talks about a child from the class who went through a divorce case.) I mean he's been there, he's seen the judge, he's seen his ex-mama cry...I think it does relate to these children...I'm "moral teacher" at this time too...Some of these kids

don't get it anywhere...Get across the values that we need to live by in society. So to them, stealing...to many of them stealing is a way of life...

ST: Uh-huh.

CT: (Tells ST about stealing by a child at a local store.) We need to show them--you might be getting away with stealing...but pretty soon you're going to get nailed. We show them it's no easy road. Some of the parents in our community are in prison. And a lot of them hate policemen. I hate to say it in such a...but a lot of them hate them because the policemen come only during Mom and Dad's fight. And then the policemen slam Daddy in the locker...

ST: Uh-huh.

CT: We have to try to make them understand. Because I hate to say it, most of their parents--I shouldn't be so global, some of the parents of our children live...breaking the law. We have to let them know what's right and wrong, because some of them like (child's name) could head to jail eventually...

ST: Uh-huh.

CT: ...they wanted to share too so we started talking more about court cases and we talked about laws and see, some of our children don't like policemen. I've told you before because so many of their families have been either hurt or their dads are...I found out two more children whose dads have been in jail and not that it helps any but it just gives you a little bit more of their background and here we preach from our point of view. You know we believe in policemen and believe that they should be helping us and a lot of them hate them because they come knocking on their door at midnight, wake the kids up because the parents are fighting

and the parents call them names and hate them because, you know what I mean...We come from a different point of reference with them so anyway, we talked a lot about that and I hope they tried to understand that. Then I used the example where the policeman shot that young boy, you know and he got suspended and all that which is okay until they looked into it but they don't bother to tell you that the young boy just robbed a store and shot a man. You see what I mean? I said, "Boys and girls, you got..." you know I got into the preaching thing but we talked about that. They seemed to...they shared a lot and it was good. We went to lunch very quietly and I mean it was a very...I liked this activity before lunch.

ST: Yeah.

CT: It is exactly what you said, they have to be aware, there are these things out there that they will be punished for because I hate to say it but many of their families live with some of these things and that is just life through, you know so we just need to tell them. (CT compliments ST on an example used during a lesson.) I was listening and it was so good because it related right to many of their lives. Many of them I know have stolen from (name of store). I'd hate to say which ones but you know it's a fact of life.

Summary of Dyad 5

Major themes found in the data for the dyad include descriptions of student characteristics, comments on the background of the community, and information related to the teaching of societal values. Excerpts from a dyad conference illustrated the relatively passive participation of the ST in contrast to the active, dominant role played by the CT.

Discussion

The analysis of the interview, conference, journal, and observation data provides a reflection of 5 dyads of CTs' and STs' attitudes and expectations toward Mexican American students. Evidence was found for ST and CT reference to the characteristics and needs of Mexican American students; however, rarely were these needs found to be translated into cooperative planning or meaningful action by the CT or STs in the study. References were made to the students' general lack of academic skills and chaotic home lives. Comments were often made concerning the students' SES.

The data reflect the frustrations experienced by the CTs and STs throughout the semester. These frustrations were related to the research focus of the present paper because frustrations were usually expressed in relation to the inability of the STs to relate to the students' needs and background. CTs also expressed concerns on their inability to relate to the STs and in two instances, CTs commented on how they could not wait until the ST left so they could regain control of their classrooms.

Evidence was found for negative attitudes toward the Mexican American community by both CTs and STs. Generalizations were found concerning the educational level of parents (e.g. not well educated), parents' attitudes toward law enforcement officers (e.g. parents hate policemen), family stability (e.g. 17 kids to 13 broken homes), and lack of structure in the home (e.g. kids raising themselves, all kids stay up until 11 p.m. watching T.V.). The validity of these generalizations came into question when the subjects making these comments admitted their lack of contact or knowledge of the students' parents. Across the dyad sample both STs and CTs expressed a desire to have more parental involvement; however, no evidence of planning to foster this involvement was found.

Low expectations were expressed by CTs and STs in regard to student achievement across the sample. Students were judged to be "average to low in ability" and were categorized as "visual learners" who had trouble learning from oral instructional methods. Their future academic potential was predicted to be limited, and the majority of dyad members felt few of them would attend college. These predictions may reflect significant expectations when we realize that the predictions were being made of students in elementary school enrolled in grades three through five.

The CTs in the study can be described as typical middle class teachers who felt they are doing their best to impart knowledge to Mexican American students. However, they expressed the opinion that ecological constraints were placed upon their ability to effect major changes by both student and community characteristics. The failure of students to learn, according to their perspective, could be attributed to factors beyond the control of teachers and was considered not to be a reflection of the CT's teaching competence. For example, a CT and his/her ST convinced each other that the failure of students on an achievement test was not due to their teaching but could be attributed to the lack of student ability or was a result of the testing procedures.

The work of the CTs with the STs was characterized by their presentations of the "social reality" of the school setting to the ST. The expectations and attitudes of the CTs communicated stereotypic views of the community. The STs lacked the necessary knowledge of the community or necessary background information to challenge these views and simply acknowledged the CT's comments. Another factor possibly involved here was the existing supervisory relationship between the ST and CT where the CT had evaluative power over the ST. Many times the ST may have acknowledged the CT's comments in order to

avoid conflicts; this was consistent with a major concern of many student teachers to establish a good relationship with their CTs. During formal conferences, when CTs were making comments on their views of the community, STs played a relatively passive role and acknowledged CT's comments but did not volunteer any information. Expectations expressed by STs and CTs in the interview data revealed striking similarities between ST and CT views of Mexican American students. The similarity of attitude and expectations were indications that STs in this sample may have been influenced by the stereotypic views of the CTs and as a result might perpetuate stereotypic views of the Mexican American students and their community.

The background information provided by the CT and ST profiles provides some insight into the expectations and attitudes held by CTs and STs. The majority of dyad members were from middle class, white, and well educated family backgrounds, in contrast to the low SES school communities in which they taught. CTs and STs both acknowledged the existence of a certain social distance between themselves and the school community. This social distance was expressed in comments reflecting global stereotypes of the community and was used as justification for the need to teach "appropriate" values to the students, and in one case was used by a ST throughout the semester to tell students of world travels, and weekend adventures, etc. in order to inform students of what existed beyond their "side of town."

Overall, the data provide evidence that teachers' expectations influence CT and ST behavior toward students. This however does not preclude the provision of appropriate preservice or inservice training which would provide CTs and STs (with limited training and/or exposure with diverse student populations) with the skills needed to better meet the needs of these students. I maintain that the majority of teachers in today's schools do care

about their students and do not intentionally or maliciously label and/or degrade students and their parents. Before we cast judgments on the intentions or actions of the CTs or STs presented in this paper, we must consider a few of the factors involved. In most cases, we are dealing with dedicated middle class Anglo teachers with varying degrees of exposure to minority and low SES students. These factors combine with a professional teacher training model geared toward the needs of middle class Anglo students and this training model is one which provides few skills that are transferable to other settings. The job of a teacher placed in a setting of great pupil diversity, and lacking the prerequisite training, becomes a major challenge and many times a frustrating experience for both teacher and students. Lacking meaningful alternatives it is evident that CTs and STs in this study reacted in a predictable manner. I will take an optomistic view of the CTs and STs in arguing that given the needed training and the choice, most of these individuals would translate their desire to "help the kids" into positive attitudes, high expectations, and meaningful action in response to the characteristics and needs of students.

Implications

(1) The need for preservice and inservice training of STs and CTs for entry into multi-cultural school settings is suggested by the evidence found in this study. This preparation would allow for the STs and CTs to interpret their experiences in these settings from a more objective perspective and would provide for better informed and more effective options for action in response to pupil needs.

(2) Cooperative strategies by universities and school districts to examine the quality and quantity of CT and ST contributions to CT and ST conferences

are suggested by the evidence for the relatively passive role played by the STs, and the dominant role played by the CTs.

(3) There is a need to investigate how teacher expectations and attitudes are perceived by students and the community. The relative lack of home-school communication and the problems encountered by STs in dealing with the community and parents are indications of attention needed in this area. The perceptions and opinions of clients would provide valuable information for researchers as well as for CTs and STs.

(4) This study presents evidence for the need to investigate how teachers perceive and react to pupils from different socio-economic backgrounds.

Limitations

(1) Data reported here were taken from all available data sources in the RITE study of student teaching. Informal dyad conferences, canceled interviews, and other missing data, if available, might have provided a more accurate and more complete account. The variation in the quantity and quality of the available data across CTs and STs in a further limitation of this study.

(2) In the synthesis of data into paragraph form, a certain amount of distortion was inevitable; however, care was taken to preserve the language of the participants in the reporting of the evidence.

(3) The purpose of this paper was not to provide conclusive findings generalizable to other school settings; however, the qualitative data approaches described in this paper could be modified to conduct similar studies in other settings.

Conclusions

This paper has presented a view of preservice teacher education focused on the expectations and attitudes of ST dyads toward Mexican American students. It was argued that in order to gain a better understanding of the

"social reality" of the classroom and school, qualitative data sources could be used. The major portion of the data used for this investigation was taken from the actual comments and expressions of the CTs and STs selected for the study.

The study participants appear to be quite typical of other teachers and STs. The middle to upper class backgrounds of participants contrasted with the low SES characteristics of the students, schools and communities studied. The CTs and STs to varying degrees had limited knowledge or experiences with Mexican American students and their parents. The attitudes expressed by STs and CTs were translated into teaching behavior through which teachers appear to perpetuate the status quo. It was maintained that CTs and STs with limited exposure and training in working with diverse student populations do not intentionally or maliciously label or degrade students or their parents. A view of teacher and schooling was presented which argued that teachers with appropriate training, given the choice, would translate their desire to help students into positive actions.

In conclusion, this paper based on a large multi-site, multi-method study of student teaching, reinforced a belief in the approach to research that the use of multiple data sources (both qualitative and quantitative) can provide researchers and practitioners with a realistic approximation of what transpires in schools.

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Appendix A

Background Information

1. Name _____
2. Sex: Male _____ Female _____ 3. Age _____
4. Ethnicity: Anglo _____ Asian _____ Black _____ Hispanic _____
   Other _____ (specify)
5. Level you plan to teach (if preservice) or are now teaching (if inservice)
   Preschool _____ Elementary _____ Junior High _____
   Senior High _____ College _____ Other _____ (Specify)
6. Number of years teaching experience _____
7. Father's occupation _____
8. Mother's occupation _____
9. Number of Brothers and Sisters _____
10. Your Order of Birth 1st __ 2nd __ 3rd __ 4th __ 5th __ Over 5th __
11. Describe the type of community in which you lived during most of your childhood.
    rural ___ urban ___ suburban ___ inner city ___ small town ___
    Name the elementary school that you attended: _____
    (if more than one, name the one you attended longest)
12. Indicate the socioeconomic status of the majority of the students.
    low _____ middle _____ upper _____
13. Indicate the approximate percentage of students in each ethnic group.
    Anglo _____ Asian _____ Black _____ Hispanic _____ Other _____
14. Indicate the size of the school.
    Small (500 or less) _____ Medium (500 - 1500) _____ Large (over 1500)___
15. Indicate your general impression of elementary school.
    Mostly favorable ___ Somewhat favorable ___ Neutral ___
    Somewhat unfavorable ___ Most unfavorable ____
    Name the junior high you attended: _____
    (if more than one, name the one you attended longest)
16. Indicate the socioeconomic status of the majority of the students.
    low _____ middle _____ upper _____
17. Indicate the approximate percentage of students in each ethnic group.
    Anglo _____ Asian _____ Black _____ Hispanic _____ Other _____
18. Indicate the size of the school.
    Small (500 or less) _____ Medium (500-1500) _____ Large (over 1500) _____

19. Indicate your general impression of junior high school.
Mostly favorable ___ Somewhat favorable ___ Neutral ___
Somewhat unfavorable ___ Most unfavorable ___
Name the high school you attended: _____
(if more than one, name the one you attended longest)

20. Indicate the socioeconomic status of the majority of the students.
low _____ middle _____ upper _____

21. Indicate the approximate percentage of students in each ethnic group.
Anglo _____ Asian _____ Black _____ Hispanic _____ Other _____

22. Indicate the size of the school.
Small (500 or less) _____ Medium (500-1500) _____ Large (over 1500) _____

23. Indicate your general impression of high school.
Mostly favorable ___ Somewhat favorable ___ Neutral ___
Somewhat unfavorable ___ Mostly unfavorable ___

24. Indicate your approximate high school rank.
Top 2% ___ Top 10% ___ Top 25% ___ Top 50% ___ Bottom 50% ___

25. Indicate the type of undergraduate college you attended.
public _____ private religious _____ private nonreligious _____

26. Your undergraduate major: _____ minor: _____.

27. Indicate your general impression of college.
Mostly favorable ___ Somewhat favorable ___ Neutral ___

28. Indicate the number of graduate hours you have earned: _____.

29. Have you earned a graduate degree? Yes ___ No ___
If yes, what degree? _____

_____

Teaching experience ---- Describe your teaching situation during most of your teaching career or student teaching experience.

30. The size of the school in which you teach:
Small (to 500) ___ Medium (500-1500) ___ Large (over 1500) ___

31. The type of community in which you teach:
rural ___ urban ___ suburban ___ inner city ___small town ___

32. The socioeconomic status of the majority of students you teach:
low _____ medium _____ upper _____

33. Indicate the approximate percentage of students in each ethnic group.
Anglo ___ Asian ___ Black ___ Hispanic ___ Other ___

34. How long have you been at your present school?

0-1 yrs. ___ 2-3 yrs. ___ 4-7 yrs. ___ 8-11 yrs. ___ 12-15 yrs. ___

over 15 yrs. ___

35. Have you held any other jobs besides teaching? Yes _____ No _____

What? (List jobs and how long you held them.)

36. List the professional organizations to which you belong.

Appendix B

NAME_____ (1-G)

Cooperating Teacher Interview

Directions:

This booklet contains a series of questions about your beliefs and expectations concerning teaching in general, as well as your work as a cooperating teacher. Most of the questions require a short written response (one or two sentences each), but a few are in checklist form. Please read each item, and respond as quickly, honestly, and accurately as you can. You may use the backs of the pages if you need more space.

1. What do you like best about teaching?

2. What do you like least about teaching?

3. Describe your general emphasis on teaching. What do you consider to be the long range goals for your students?

4. What is your style of classroom management? How important is classroom management?

5. Describe your general view of grading and evaluation of students.

6. Describe your general approach to instruction in your classes.

7. What preservice or inservice training will help you to work with your student teacher?

8. In which of the following areas do you feel the student teachers have been adequately prepared by the Teacher Education Program? In which have they been inadequately prepared?

	Very Adequately		Average		Very Inadequately
a. diagnosis of learner needs	___	___	___	___	___
b. instructional skills	___	___	___	___	___
c. planning	___	___	___	___	___
d. assessment and evaluation	___	___	___	___	___
e. content area	___	___	___	___	___
f. interpersonal skills	___	___	___	___	___
g. management	___	___	___	___	___
h. other (specify)	___	___	___	___	___

9. When and how was your role as a cooperating teacher explained? Were you provided with written guidelines? Please describe any guidelines suggested for you by the district or university, being as specific as possible. What use have you made of these guidelines?

10. What is your primary responsibility as a cooperating teacher?

11. Describe your own cooperating teacher. What did s/he do that was most helpful to you? What did s/he do that was least helpful to you?

12. How much structure will you give your student teacher in classroom management? content decisions? instructional methods? grading?

13. What are the goals of the teacher education program of which you are a part? Do you feel comfortable with these goals?

14. In general, what are <u>your</u> goals for student teachers?

15. What are the qualities of a good student teacher?

16. What criteria do you use to evaluate your student teacher?

17. What might cause you to recommend that a student teacher not enter the profession? How would you go about this?

18. If you could bring about change in teacher education, what single change would you most like to see?

Mid-Semester Interview

Cooperating/Supervising Teacher

Condensed Version

1. Describe your greatest success as a cooperating/supervising teacher so far this semester.

2. Describe your greatest problem as a cooperating/supervising teacher so far this semester.

3. Consider the people who influence your behavior as a student teacher. Circle the number which most closely indicates the extent of that influence.

	None	Little	Moderate	Strong	Very Strong
Yourself	1	2	3	4	5
The pupils in your class	1	2	3	4	5
Other student teachers	1	2	3	4	5
Other university students	1	2	3	4	5
Your university supervisor	1	2	3	4	5
University administrators	1	2	3	4	5
Your cooperating teacher	1	2	3	4	5
School administrators	1	2	3	4	5
Parents	1	2	3	4	5

4. What aspects of your teaching has your cooperating teacher focussed upon most? Is that aspect important to you? Why or why not?

5. What aspect of your teaching has your university supervisor focussed upon most? Is that aspect important to you? Why or why not?

6. What type of feedback that has been given to you by your supervising/master teacher has been most helpful to you?

7. What type of feedback that has been given to you by your university supervisor has been most helpful to you?

8. Describe any sources you have tapped for help in the way of ideas or materials.

9. How have the pupils in your class reacted to your presence in the classroom? How has that affected your actions?

10. What parts of your university preparation have helped you most in your student teaching?

11. What skills have you needed so far in your student teaching that you have not learned anything or sufficient about in your university classes?

12. Some of the activities in which you may be involved as a student teacher are listed below. Indicate how much of your time was spent on each activity during the past week.

	None	Little time	Some time	Much time	Very Much time
Teaching the class as a whole	1	2	3	4	5
Preparing for classes you are going to teach - lesson plans, materials, etc.	1	2	3	4	5
Teaching a group of pupils in the class	1	2	3	4	5
Grading pupils' work	1	2	3	4	5
Conferring or talking with individual pupils	1	2	3	4	5
Working in extracurricular activities	1	2	3	4	5
Preparing materials for a class your cooperating teacher is going to teach or has taught	1	2	3	4	5
Meeting with your cooperating teacher	1	2	3	4	5
Meeting with your university supervisor	1	2	3	4	5
Meeting with parents	1	2	3	4	5

SUPERVISING/MASTER TEACHER
Exit Interview

The questions in this final interview will focus on your role as a supervising/master teacher, the skills needed to interact with parents, and your reflections on the semester that is just about over. You will notice that some questions are repeated, sometimes with variations, from earlier interviews. Please answer each question.

I. Role as a supervising/master teacher

1. What do you believe was your greatest success as a supervising/master teacher during the past semester?

2. What was the greatest difficulty you experienced as a supervising/master teacher during the past semester? How did you address this difficulty?

3. When you have your next student teacher is there anything you will do differently from this semester? What and why?

II. Parent interaction

4. Should student teachers be involved with parents of the pupils? If so, in what ways?

5. Was your student teacher involved with parents during the past semester? If not, why not?

III. Reflections on the semester

6. What do you think was the greatest strength of the student teacher who was with you during the past semester?

7. What was his/her greatest weakness?

8. Do you believe s/he is ready to take over a classroom assignment?

9. Did your student teacher have responsibility for the whole class at any time? Please describe.

10. As you reflect on the semester that has past, has your student teacher taught you anything or introduced you to any new materials or techniques, or taught you to look at any situation differently? If yes, please describe.

11. What were the two or three most significant events that occurred during the semester? Why were they significant? Did they leave a positive or negative impact on your experience? (Use the back of the page if necessary.)

12. What kind of job do you feel you did as a supervising/master teacher this semester? How do you know?

IV. Background questions

13. Describe the educational background of your mother and father.

14. Describe the composition of your classroom in terms of the percentage of children speaking different languages.

V. Participation in the study

15. Has this study had any influence on you? Has it changed your behavior, attitudes, or your thoughts in any way or ways? If it has, please explain.

VI. Career decisions

16. Why did you choose to become a teacher?

17. Why do you continue to teach?

Student Teacher Interview (1 - G)

NAME: _____

Directions:

This booklet contains a series of questions about your preparation and expectations for the student teaching semester. Most of the questions require a short written response (one or two sentences each), but a few are in check-list form. Please read each item, and respond as quickly, accurately, and honestly as you can. You may use the backs of the pages if you need more space.

1. What do you think you will like best about teaching?

2. What do you expect to like least about teaching?

3. Describe what you plan to emphasize in your teaching. What do you consider to be the long range goals for your students?

4. How do you plan to manage your classroom? How important is classroom management?

5. Describe your general view of grading and evaluation of students.

6. Describe your general approach to instruction in your classes.

7. In which of the following areas do you feel you have been adequately prepared by the teacher education program? In which do you feel inadequately prepared?

	Very Adequately		Average		Very Inadequately
a. diagnosis of learner needs	___	___	___	___	___
b. instructional skills	___	___	___	___	___
c. planning	___	___	___	___	___
d. assessment and evaluation	___	___	___	___	___
e. content area	___	___	___	___	___
f. interpersonal skills	___	___	___	___	___
g. management	___	___	___	___	___
h. other (specify)	___	___	___	___	___

8. When and how was your role as a student teacher explained? Were you provided any written quidelines? Please describe any guidelines suggested for you by the school district or university. What use have you made of these?

9. What will be your primary responsibility as a student teacher?

10. Describe your ideal cooperating teacher. What could s/he do to be most helpful to you? What could s/he do that would be least helpful to you?

11. How much structure or freedom do you want from the cooperating teacher in classroom management? content decision? instructional methods? grading?

12. What are the goals of the teacher education program?

13. In general, what are <u>your</u> goals for student teaching?

14. What are the qualities of a good student teacher?

15. What criteria will be used for your evaluation?

16. Who is responsible for evaluating your performance as a student teacher?

17. If you could bring about change in teacher education, what single change would you most like to see?

Mid Semester Interview
Student Teacher
Condensed Version

1. Describe your greatest success as a student teacher so far this semester.

2. Describe your greatest difficulty as a student teacher so far this semester.

3. Consider the influence of the following people on your role as a cooperating/ supervising teacher. Circle the number which most closely indicates their influence.

	None	Little	Moderate	Strong	Very strong
Your student teacher	1	2	3	4	5
The students in your class	1	2	3	4	5
Other teachers	1	2	3	4	5
School administrators	1	2	3	4	5
The university supervisor	1	2	3	4	5
University administrators	1	2	3	4	5
Parents	1	2	3	4	5

4. Describe the observation technique(s) you use. What aspects of your student teacher's performance do you focus on in your observations?

5. How do you provide feedback to your student teacher? When?

6. Which of your responsibilities as a cooperating teacher are the most important?

7. Which are the least important?

8. Describe any ways in which the university supervisor and/or the university have been helpful to you in your role as a cooperating teacher.

9. Describe any ways in which the school district and/or school officials have been helpful to you in your role as a cooperating teacher.

10. Does the presence of a student teacher in your classroom affect how you use your time? If yes, then describe the effects.

11. Describe any training you have had that has helped you as a cooperating teacher.

12. What further training, if any, would improve your skills as a cooperating/supervising teacher?

13. Describe how your duties and responsibilities as a cooperating/supervising teacher have complemented your duties as a classroom teacher.

14. Describe how your duties and responsibilities as a cooperating/supervising teacher have interfered with your duties as a classroom teacher.

STUDENT TEACHER
Exit Interview

The questions in this final interview will focus on your role as a student teacher, the skills needed to interact with parents, and your reflections on the semester that is just about over. You will notice that some questions are repeated, sometimes with variation, from earlier interviews. Please answer each question.

I. Experiences as a student teacher

1. What do you believe was your greatest success as a student teacher?

2. What do you believe was your greatest problem as a student teacher?

3. What did you like most about the school, class, and teacher to which you were assigned?

4. What did you value least about the school, class, and teacher to which you were assigned?

5. Describe two or three critical experiences that occurred during your student teaching experience.

6. How was the supervising/master teacher most helpful to you? In what ways could s/he have been more helpful?

7. How was the university supervisor helpful to you? In what ways could s/he have been more helpful?

8. Did you have responsibility for the whole class during the semester? If so, please explain the extent of the responsibility.

II. Expectations

9. Consider the things you like best about teaching and things you like least. Are these the same attitudes you had <u>before</u> you did your student teaching? Explain.

10. Think about the things you will emphasize in your teaching and the goals you will have for your students. Are these the same emphases and goals you had <u>before</u> you did your student teaching? Explain.

III. Readiness

11. What further university work, if any, do you have to complete before receiving your teaching certificate?

12. Are there any other experiences you would like to have before beginning your first full-time teaching experience?

13. Describe the kind of school and teaching situation you would like to be assigned as a beginning teacher. Explain why you feel this way.

14. What do you think will be your top priority(-ies) in the first weeks of school? Why?

IV. Background

15. Describe the educational background of your mother and father.

16. Describe your other responsibilities and activities during this semester. Did you have another job? (Number of hours, type)
Did you take other coursework? (How many hours, etc.)
Any other responsibilities?

V. Participation

17. Has this study had any influence on you? Has it changed your behavior, attitudes, or your thoughts in any way? If yes, please explain.

VI. Career decisions

18. Why did you decide to become a teacher?

Appendix C

COOPERATING TEACHERS'

JOURNAL GUIDE

GUIDELINES FOR PERSONAL JOURNALS

Cooperating Teachers:

The purpose of this journal is to provide a record of your experiences as a cooperating teacher. You can record any and all experiences that seem important, interesting, troubling or exciting. Plan to write in this journal on Monday and Thursday of each week. Your notes in this journal will be kept confidential. Your student teacher and her university supervisor will not see these journals. You will be assigned a research number that will be used to identify each "triad" (i.e. student teacher, cooperating teacher, and university supervisor).

Report those activities that you conduct with your student teacher and other activities that have some impact on your role as a cooperating teacher. We have provided you with an example of one cooperating teacher's daily journal. Although you may consider this example well written, we realize that not every person is comfortable expressing themselves through written composition. Please note that we are not interested in the form your journal takes but only in the content. In other words, we are interested in what you have to say, not how you say it.

The following questions may be used as a guide. While writing in your journal you may want to refer to them.

1. What types of activities did I plan for the student teacher? Did these seem useful?
2. How often did I meet with the student teacher? Where? When? What was discussed?
3. What things did I do to help the student teacher acquire the necessary skills for teaching? What works with this student teacher? What doesn't work?
4. How do the pupils respond to the student teacher being in the classroom? How does s/he help or hurt the classroom routine?
5. How is my workload affected by having a student teacher?
6. What things do the principal and other personnel do to assist me as a cooperating teacher?

You need not answer each of these questions every day. However, read the questions before writing as a way of jogging your memory. Add any additional information you feel would be helpful.

STUDENT TEACHERS'

JOURNAL GUIDES

GUIDELINES FOR PERSONAL

JOURNALS

Student Teachers:

The purpose of this journal is to provide a record of your experiences as a student teacher. Please record any and all experiences that seem important, interesting, troubling and exciting. Your notes in this journal will be kept confidential. You will be assigned a research number which will be used to identify each "triad" (i.e. student teacher, cooperating teacher, and university supervisor). Your university supervisor and cooperating teacher will not see these journals.

From the time you enter public school and until you have been given some teaching responsibility for one week, please keep a daily record of your experiences in student teaching. Journal pages will be collected once a week by a research assistant. Please report all activities that you are involved in both in and out of the classroom that relate to student teaching. Report those things that you are asked to do by your cooperating teacher and supervisor and any additional things you may do on your own.

We have provided you with an example of one student teacher's daily journal. Although you may consider this example well written, we realize that not every person is comfortable expressing themselves through written composition. Please note that we are not interested in the form your journal takes but only in the content. In other

words, we are interested in what you have to say not how you say it.

The following questions may be used as a guide. While writing in your journal you may want to refer to them.

1. What student teacher related activities did I do today? Was I assigned these activities? By whom? What was useful? Not useful? Why?
2. What did I observe in the classroom?
3. Is my cooperating teacher helpful? In what way?
4. What are the pupils' overall attitudes, likes, dislikes, etc.? What types of experiences have these children had before?
5. What teaching strategies and management procedures are used in the classroom?
6. How often do I meet with my cooperating teacher? Where? When? What do we discuss? What feelings do I have about these meetings?
7. How do I feel about the prospect of teaching this class?
8. What are my main concerns with regard to teaching, students, content, etc.?
9. How often do I meet with my supervisor? Where? When? What do we discuss? What feelings do I have about these meetings?

After you have had some teaching responsibility for one week, you only need to write in your journals on Mondays and Thursdays. Continue to provide information and reactions to events as they occur. Consider the following questions.

1. What student teacher related activities have I done? Were these assigned or initiated on my own? What was useful? Not useful?
2. What appears to work in the classroom? What doesn't work?
3. How do the cooperating teacher and supervisor assist? What else could they do?
4. How often do I meet with the cooperating teacher and supervisor? Where? When? What's discussed? What feelings do I have about these meetings?
5. What are my major accomplishments? Major problems?

You need not answer each of these questions every day. However, do read the questions before writing as a way of jogging your memory. Add any additional information you feel would be helpful.